Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
1. (K) recognizes that every *civilization* has a form of law or order.	• Compare the codes of Hammurabi to the school rules. (1) • Have students research the rules and laws of ancient civilizations and then determine the civilization they would have most enjoyed living in based on the form of governance and *citizenship* requirements. (1)

Teacher Notes:
Citizenship - conduct as a citizen; the status of a citizen with rights and duties.
Civilization - a society that has achieved a high level of culture, including the development of systems of government, religion, and learning.

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
This benchmark will be taught at another grade level.	

Teacher Notes:

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
This benchmark will be taught at another grade level.	
Teacher Notes:	

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1.▲(A) compares and contrasts the *rights* of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.	• Use a three-column chart to record information when comparing the three. Organize information under each title by: branches of *government*, requirements of *citizenship*, and basic laws. Have students use hi-lighters to color code United States government characteristics and from which *civilization*, Ancient Greece or Classical Rome, the characteristics stem from. (1)

Teacher Notes:
Citizenship - conduct as a citizen; the status of a citizen with rights and duties.
Civilization - a society that has achieved a high level of culture, including the development of systems of government, religion, and learning.
Government - institutions and procedures through which a territory and its people are ruled.
Rights - those individual liberties granted to all persons through the U. S. Constitution.

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. ▲(K) identifies the basic features of systems of *government* (e.g., *republic*, *democracy*, *monarchy*, *dictatorship*, *oligarchy*, *theocracy*). 2. (K) describes the ways political systems meet or fail to meet the *needs* and *wants* of their *citizens* (e.g., republic, democracy, monarchy, dictatorship oligarchy, theocracy). 3. (K) defines the characteristics of nations (e.g., territory, population, government, *sovereignty*).	• Create a graphic organizer for each of the listed systems of government (e.g., selection of officials, head(s) of government, system for making and enforcing laws, determination/protection of individual freedoms). (1) • Define needs and wants. Assign a political system to small groups. Using references as factual support have each group describe how the assigned political system works to meet the needs and wants of its people. (1, 2) • Discuss why Kansas is not a nation. (3)

Teacher Notes:

Citizen - a native or naturalized member of a political community.
Democracy - form of government in which political control is exercised by all the people, either directly or through their elected representative.
Dictatorship - a government system controlled by one ruler who has absolute power and usually controlled by force.
Government - institutions and procedures through which a territory and its people are ruled.
Monarchy - governed by a monarch (king, queen, emperor, empress).
Needs- necessities (food, clothing, shelter)
Oligarchy - a form of government in which the supreme power is placed in the hands of a few persons.
Republic - a government rooted in the consent of the governed, whose power is exercised by elected representatives responsible to the governed.
Sovereignty - ultimate, supreme power in a state; in the United States, sovereignty rests with the people.
Theocracy - a government ruled by religious leaders.
Wants - desires that can be satisfied by consuming a good, service, or leisure activity.

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 1: The student understands how limited resources require choices.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1.▲(K) explains how *scarcity* of *resources* requires communities and nations to make *choices* about *goods* and *services* (e.g., what foods to eat, where to settle, how to use land). 2. (A) gives examples of international *economic interdependence.* (e.g., Europe depended on the Far East for spices & tea; Far East received silver and gem stones in exchange).	• Compare the Egyptians' use of the Nile River to the Sumerians use of the Tigris and Euphrates rivers. (1, 2) See also: C-GB1I1, GB2I2, GB3I2, GB5I13 • Discuss with students how European merchants made such large *profits* from the sale of Asian goods. Lead students to realize that because Asian goods were not readily available in Europe, the only way to get them was pay a high *price*. (1, 2) See also: C-GB1I1, GB2I2 • Role play a Portuguese sailor. Write a persuasive letter to King John I, explaining why he should pay for an ocean voyage you want to make to Asia and why the journey would be good for the Portuguese. (1, 2) See also: GB2I2, GB5I4, HB1I3, HB2I3, HB2I1

Teacher Notes:
Economic interdependence - mutually dependent on each other financially.
Goods - something that you can touch or hold.
Profit - after producing and selling a good or service, profit is the difference between revenue and cost of production. If costs are greater than revenue, profit is negative (there is a loss).
Resource - an aspect of the physical environment that people value and use.
Scarcity - not being able to have everything wanted making choices necessary; when supply is less than demand.

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 2: The student understands how the market economy works in the United States.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
This benchmark will be taught at another grade level.	

Teacher Notes:

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. (K) recognizes the economic conditions under which *trade* takes place among nations (e.g., students recognize that trade takes place when nations have *wants* or *needs* they cannot fulfill on their own). 2. ▲(K) identifies barriers to trade among nations (e.g., treaties, war, transportation, geography).	• Divide the class into two "nations." Ask each group to decide on imaginary products to trade, the products' values, and a record keeping system. Then ask the nations to role-play a situation between the two groups. Discuss the results. (1) See also: GB4I2, GB5I1 • Research early traders bringing tools and weapons made of bronze to people who have never seen this metal. Write a speech to persuade these people to trade for the bronze *goods*. (1, 2) See also: GB5I1&3&4 • Trace the Silk Road trade route and identify physical barriers to the route (lack of water through the desert, cold, icy conditions and avalanches through the mountains). Consider why fast, safe trade routes are important. (1, 2) See also: GB1I3, GB2I1&2, GB5I3&4

Teacher Notes:
Goods - something that you can touch or hold.
Needs- necessities (food, clothing, shelter)
Trade - the exchange of goods or services for other goods and services or money.
Wants - desires that can be satisfied by consuming a good, service, or leisure activity.

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 4: The student analyzes the role of the government in the economy.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
This benchmark will be taught at another grade level.	

Teacher Notes:

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. (A) - **($)** determines the *costs* and *benefits* of a *spending*, saving, or *borrowing* decision. 2. (K) - **($)** explains that *budgeting* requires *trade-offs* in managing *income* and spending. 3. (K) identifies the *opportunity cost* that resulted from a spending decision. 4. (A) - **($)** analyzes how *supply* of and *demand* for workers in various careers affect income.	• Using a decision making grid, determine criteria for evaluating a product. Using the criteria, list cost and benefits of different brands of a product to determine which the best buy is. (1, 3) • Using a graphic organizer, budget a predetermined income to reach a financial goal. Discuss the trade-offs that have been made to reach the goal. (2) • Research a career. Find out the number of people currently in the occupation and the number of people that will be needed in the future. Predict how the supply and demand of workers affects salaries: nursing, *technology* careers, construction. (4)

Teacher Notes:

Benefit - something that satisfies one's wants.
Borrowing - promising to repay a given amount of money, often with added interest.
Budget - a sum of money allocated for a particular use; a plan for saving and spending money.
Cost - something that is given up to satisfy your wants.
Demand - the number of consumers willing and able to purchase a good or service at a given price.
Income - financial gain received as wages/salaries, rent, interest, and/or profit.
Opportunity cost - in making a decision, the most valuable alternative not chosen.
Spending - the use of money to buy goods and services.
Supply - the quantity of resources, goods, or services that sellers offer at various prices at a particular time.
Technology - science applied to achieve practical purposes.
Trade-off - getting less of one thing in order to get a little more of another.

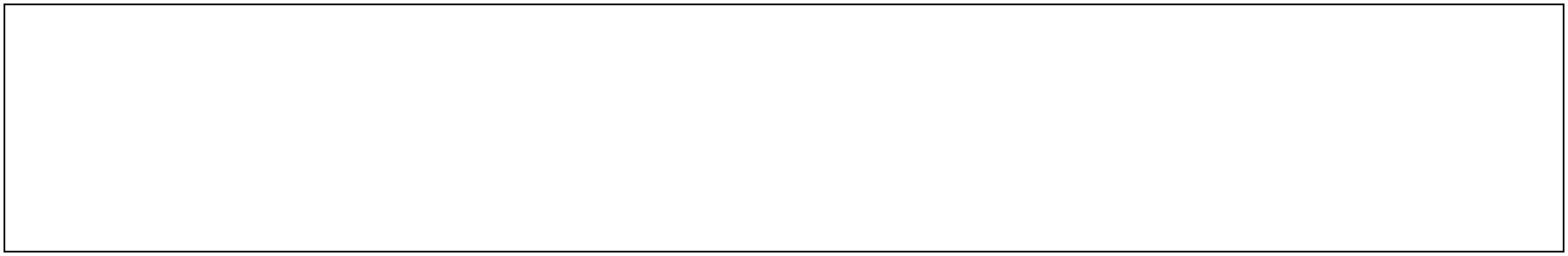
Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. ▲(A) explains and uses map titles, symbols, cardinal and intermediate directions, *legends*, *latitude* and *longitude*. 2. (K) locates major physical and political features of Earth from memory (e.g., China, Egypt, Greece, Central America, Mediterranean Sea, Nile River, Persian Gulf, Rome, India, Sahara Desert, Saudi Arabia, Adriatic Sea, Aegean Sea, Constantinople (modern Istanbul), Ganges River, Himalayan Mountains, Huan He (Yellow River), Indus River, Jerusalem, Mecca, Mesopotamia (modern Iraq), Persia (modern Iran), Red Sea, Tigris River, Yangtze River, Chile, Brazil, Peru, Amazon River, Andes Mountains). 3. (A) identifies major patterns of world populations, *physical features,* ecosystems, and *cultures* using historic and contemporary *geographic tools* (e.g., maps, illustrations, photographs, documents, data).	• Post the cardinal directions on the walls of the classroom. Group student desks in groups of four to correspond with the posted cardinal directions. When asked to pass papers, instruct students to pass the papers to the west or the southeast corner of their group, etc. (1) • When grouping students, group them according to their cardinal or intermediate directions. (1) • Use the acronym "DOGS' TAILS" to reinforce map elements and to guide map making (e.g., D -date, O -orientation, G – grid, S – scale, T – title, A – author, I – index, L – legend, S – source). (1) • Routinely locate places studied on maps. (2) • Practice learning *locations* related to areas of study through games such as "Baseball" or "Around the World" using a map with numbers in place of names for the assigned location. (2) • Create a classroom "Continental Fact File" that includes one 3x5 card for each of the major physical and political features of Earth. Play the "memory game" by laying the cards face down on the table in a rectangular pattern. Try to "match" each physical feature card with its location card. (2)

Teacher Notes:

Culture - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).
Geographic tools - reference resources such as almanacs, gazetteers, geographic dictionaries, statistical abstracts and other data compilations used to provide information about the earth's surface.
Latitude - a measure of distance, north or south from the equator, expressed in degrees.
Legend - an explanatory description or key to features on a map or chart.
Location - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).
Longitude - a measure of distance, east or west from the Prime Meridian, expressed in degrees.
Physical feature - a natural characteristic of a place (elevation, landforms, vegetation).



Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. (A) identifies types of *regions* (e.g., climatic, economic, cultural). 2. (K) describes how *places* and regions may be identified by cultural symbols (e.g., Acropolis in Athens, Muslim minaret, Indian sari). 3.▲(K) identifies and describes the *location*, landscape, climate, and *resources* of early world *civilizations* (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲*Middle/South America*, Western Europe, West Africa, Japan). 4. (A) compares and contrasts early world civilizations in terms of human characteristics (e.g., people, *religion*, language, customs, *government*, agriculture, industry, architecture, arts, education). 5. (A) traces the movement (*diffusion*) from one *region* or center of civilization to other regions of the world (e.g., people, *goods*, and ideas).	• Use symbols to illustrate maps with examples of Greek and Roman land use. Write map keys that describe the land uses and the differences between the two civilizations. (3,4) • Make an ongoing chart related to location, landscape, climate, and resources of early world civilizations. (3) • Compare and contrast types of regions in the ancient world (comparing climate in Mesopotamia and Meso-America with the resulting agricultural practices). (1,3) • Develop an "artifact museum" where students recreate models and replicas of culturally significant items/buildings. (3,4)

Teacher Notes:
Civilization - a society that has achieved a high level of culture, including the development of systems of government, religion, and learning.
Diffusion - the spread of people, goods, and ideas from one place to another.
Goods - something that you can touch or hold.
Government - institutions and procedures through which a territory and its people are ruled.
Middle/South America - Mexico thru Central America, extending into South America; refers to the empires of Mayans, Aztecs, and Incas.
Places - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.
Region - an area with one or more common characteristics or features which make it different from surrounding areas.
Religion - a system of beliefs for satisfying a peoples' spiritual wants/needs.
Resource - an aspect of the physical environment that people value and use.

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.

Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. (K) explains the *distribution* patterns of ecosystems within hemispheres to define climatic *regions*. 2. (K) identifies *renewable* and nonrenewable *resources* and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests).	• Use maps to determine relationships among climate, landforms and water forms, natural vegetation and ecosystems. (1) • Using photographs or other media, identify and explain major ecological communities. Relate to the climate of the area. (1) • Make a list of nonrenewable and renewable resources. Indicate their distribution on a map by using one color for renewable resources and a different color for nonrenewable resources. (2)

Teacher Notes:
Distribution - the arrangement of items over a specified area.
Region - an area with one or more common characteristics or features which make it different from surrounding areas.
Renewable resource - a resource that can be regenerated.

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. (A) examines reasons for variation in *population distribution* (e.g., environment, *migration*, *government* policies, birth and death rates). 2. ▲(K) describes the forces and *processes* of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of *resources*, ▲water use in ancient Mesopotamia, ▲building projects in ancient Egypt and ▲*Middle/South America*, ▲the Greek *city-states*, empire building, movements for independence or rights).	• Explore why people lived where they did by plotting ancient cities on a map and comparing the *locations* to physical features of that region such as bodies of water, mountains, and fertile plains. (1) • Work with a partner, each taking an opposing view to create the editorial page for a newspaper from a specific time in history. Write articles supporting the view taken on a conflict occurring during that time. Include ideas on how the conflict should be resolved. (2) • Identify and map *international trade* flows among ancient *civilizations*. (2) • Choose an ancient civilization. Design a poster showing social classes in that civilization. Identify conflict and cooperation between the classes. (2)

Teacher Notes:

City-states - a sovereign state consisting of an independent city and its surrounding territory.
Civilization - a society that has achieved a high level of culture, including the development of systems of government, religion, and learning.
Government - institutions and procedures through which a territory and its people are ruled.
International trade - the exchange of goods and services between countries.
Location - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).
Middle/South America - Mexico thru Central America, extending into South America; refers to the empires of Mayans, Aztecs, and Incas.
Migration - the movement of people or other organisms from one region to another.
Population distribution - location patterns of various populations.
Region - an area with one or more common characteristics or features which make it different from surrounding areas.
Resource - an aspect of the physical environment that people value and use

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. (A) explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Greeks clearing the vegetation of the hillsides, dikes on the Nile and in the Mesopotamia raising the level of the river, terracing in Middle America and Asia). 2. (K) describes the impact of natural hazards on people and their activities (e.g., floods: Egypt-Nile, Mesopotamia-Tigris/Euphrates; volcanic eruptions: Mt. Vesuvius). 3. (A) explains the relationship between the availability and use of *natural resources* and advances in *technology* using historical and contemporary examples (e.g., clay tablets, papyrus, paper-printing press, computer). 4. (A) explains the relationship between *resources* and the exploration, *colonization* and settlement patterns of different world *regions* (e.g., *mercantilism*, *imperialism*, and *colonialism*).	• Research a current or historical problem concerning a proposed action that would modify the environment. Debate a position supporting or opposing the action (1) • Collect information through interviews or through other media detailing the impact of a natural disaster. Present to the class in a multi-media format (2) • Make and/or analyze a graph showing the amount of several major *resources* used in various countries of the world. Analysis should include recognition of the difference in resources between developed and developing countries (3,4) • Use a hand-held Global Positioning System (GPS) to check understanding of latitude, longitude, air temperature, wind speed, etc. Research and bring in advertisements or articles depicting GPS applications: in cars, on golf courses, for hunters, for hikers, for scientists, for military. Make a bulletin board TECHNOLOGY THEN and NOW. Draw or find pictures of items through the ages which advanced the ability to acquire and use natural resources, or construct a 3-D representation of an item. Label items with simple captions, including names of items, places of origin, *eras* or actual years; a GPS, late 20th century: used in farming, tagging animals to monitor movements. (3) • Create a "pros and cons" list or a "before and after" list of the modifications of the environment (1)

Teacher Notes:
Colonialism - a policy by which a nation obtains and controls foreign lands as colonies, usually for economic gain.
Colonization - the establishment of colonies.
Era - a period of history marked by some distinctive characteristic.
Imperialism - the policy of increasing a nation's authority by acquiring or controlling other nations.
Mercantilism - an economic system developed in Europe as feudalism died out, intended to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire economy, designed to secure bullion, a favorable balance of trade, the development of agriculture and manufacturing, and foreign trading monopolies.
Natural resource - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.

Resource - an aspect of the physical environment that people value and use.
Region - an area with one or more common characteristics or features which make it different from surrounding areas.
Technology - science applied to achieve practical purposes.

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from the emergence of human communities to 500BC.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. (K) explains the importance of the Neolithic Agricultural Revolution in moving people from Nomadic to settled village life (e.g., food *production*, changing *technology*, domestication of animals). 2.▲(A) compares the origin and accomplishments of early river valley *civilizations* (e.g., Tigris and Euphrates (Mesopotamia): *city-states*, Hammurabi's code; Nile Valley (Egypt): Pharaoh, centralized *government*; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang *Dynasty*). 3. (K) explains central beliefs of early *religions* (e.g., *polytheism*, *monotheism*, *animism*).	• Use a Venn diagram to compare nomadic life in the Old Stone Age to settled life in the New Stone Age. For each difference noted, identify the cause of that difference. After brainstorming the climatic conditions necessary to grow crops, locate on a physical map the *regions* that would be most likely to be good *places* to grow crops. Compare *locations* to a political map to determine the connection between climatic conditions and the growth of settlements. (1) See also: GB1I3, GB4I1, GB5I3&4 • Ask students to locate their own city on a map. Discuss how that location encouraged settlement: landscape, climate, and *resources*. Research the location, landscape, climate, and resources of the river valley civilizations. Discuss what they have in common and how geography encouraged settlement at those points. Create a class wall chart to compare the early river civilizations as they are studied during the year, including these headings: government, religion, major accomplishments. Fill in the chart as study continues and add illustrations. (1, 2) See also: GB1I2, GB2I1&3&4, GB4I1, GB5I3, EB1I1 • Appoint students to create a piece of artwork that represents one of the early religions of the world. Before creating the artwork, research religions to make sure the artwork represents that religion. Students should be able to answer: Who followed that religion? What did they believe? When in time was that religion practiced? Where was it practiced? How did believers practice their religion? (3) See also: GB214

Teacher Notes:

Animism - the belief in the existence of individual spirits can be found in natural objects and phenomena.
City-states - a sovereign state consisting of an independent city and its surrounding territory.
Civilization - a society that has achieved a high level of culture, including the development of systems of government, religion, and learning.
Dynasty - a family or group that maintains power for several generations.
Government - institutions and procedures through which a territory and its people are ruled.
Location - the position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).
Monotheism - belief in a single God
Places - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.
Polytheism - the doctrine of, or belief in, a plurality of gods.
Production - the creation of value or wealth by producing goods or services.
Region - an area with one or more common characteristics or features which make it different from surrounding areas.
Religion - a system of beliefs for satisfying a peoples' spiritual wants/needs.
Resource - an aspect of the physical environment that people value and use.
Technology - science applied to achieve practical purposes.

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 500BC to 700AD.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. ▲(K) compares and contrast characteristics of classic Greek *government* (e.g., *city-states*, slavery, rule by aristocrats and tyrants, Athens: development of *democracy*, Sparta: city's *needs* come first). 2. (K) describes the significant contributions of ancient Greece to western *culture* (e.g., *philosophy*: Socrates, Plato, Aristotle; literature/drama: Homer, Greek plays, architecture, sculpture). 3. (K) explains the cultural interactions in the Hellenistic Age (e.g., Alexander the Great, Persian Empire). 4. ▲(K) describes key characteristics of classical Roman government (e.g., Roman *Republic*: senate, consuls, veto, written law; Roman Empire: emperors, expansion). 5. (A) analyzes the reasons for the decline and fall of the Roman Empire. 6. ▲(A) examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam. 7. (A) traces the development and spread of Christianity. 8. (K) describes key cultural accomplishments of classical India (e.g., Asoka, Sanskrit literature, the Hindu-Arabic numerals, the zero, Buddhism, Hinduism). 9. ▲(K) describes key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road).	• Use a Venn diagram comparing life in Athens to life in Sparta. Divide students into two groups to write diary entries. Have half the students write as if they were a child in Athens and the other half write as if they were a child in Sparta. Have them describe their daily life from sunrise to sunset, including information about family members. Have students share entries with a partner from the other city-state, explaining to each other why their life is best. (1) See also: GB2I4, GB4I2 • Perform an actual Greek drama or comedy. Translations of several Greek plays can be found online. web resource: http://ancienthistory.about.com/library/bl/blGreekPlays.htm (1, 2) • Use maps to compare the sizes of the Qin and Han Empires in China with the empire of Alexander the Great. Research the Qin and Han Empires and the Hellenistic kingdoms to support the statement, "Empires unify the culture of their people." (3) See also: HB2I8&9, HB5I1, GB1I2&3, GB2I4&5 • Create a wall chart comparing the characteristics of ancient Greece, ancient Rome, and the modern United States governments. Write statements based on the wall chart to compare and contrast the governments. (2, 4) See also: HB2I1, C-GB4I1 • Use a three category graphic organizer to note the fall of the Roman Empire: economics, geography, and government. While reading, identify the causes of the fall in the appropriate category. Share graphic organizers to determine which of the three categories contributed most to the fall of the Roman Empire. List at least two specific reasons. (4, 5) See also: C-GB4I2, C-GB5I2, GB2I3, GB4I2, EB1I1 • List key cultural accomplishments of classical India. Use an Internet treasure hunt to find pictures and information. Put the pictures and information together in a PowerPoint to share with other students.

	(6, 7) See also: HB2I6, HB5I3, GB1I3, GB2I4&5 • Hand out charts of the dynastic cycle in China (e.g., 1) A new *dynasty* rises, 2) The new dynasty rules, 3) The dynasty grows weak, 4) The dynasty falls, and 5) A period of violence follows). Have students read about the Qin and Han dynasties to find details that describe each phase in the dynastic cycle. (8) See also: HB2I9, HB5I1, C-GB5I2, GB2I4 • Create a chart with two columns, one marked "China", and the other "the West". While reading about the Silk Road, list products *traded* along the Silk Road on the chart in the proper columns. Trace the Silk Road on a map and place illustrations on the map of the products near their point of origin. Point out that international *economic interdependence* means that people rely on products and trade from other countries. Determine the *cost* (cons) and *benefits* (pros) of trading on the Silk Road. (8) See also: EB1I2, EB3I1&2, GB1I2, GB2I5, GB5I3

Teacher Notes:

Benefit - something that satisfies one's wants.
City-states - a sovereign state consisting of an independent city and its surrounding territory.
Cost - something that is given up to satisfy your wants.
Culture - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).
Democracy - form of government in which political control is exercised by all the people, either directly or through their elected representative.
Dynasty - a family or group that maintains power for several generations.
Economic interdependence - mutually dependent on each other financially.
Government - institutions and procedures through which a territory and its people are ruled.
Needs- necessities (food, clothing, shelter)
Philosophy - investigation of the nature, causes, or principles of reality, knowledge, or values, based on logical reasoning rather than empirical methods.
Republic - a government rooted in the consent of the governed, whose power is exercised by elected representatives responsible to the governed.

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 700-1400.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1. (K) describes the governmental/political, social, and economic institutions and innovations of the Maya, Aztec, and Inca *civilizations*. 2. (K) describes the governmental/political, social, and economic institutions and innovations of the Byzantine Empire. 3. (K) describes the political and economic institutions of medieval Europe (e.g., *manorialism*, *feudalism*, *Magna Carta*, Christendom, rise of cities and *trade*). 4. (K) describes Japanese feudalism and compares to European feudalism. 5. (A) explains geographic, economic, political reasons for Islam's spread into Europe, Asia, and Africa (e.g., geographic, economic, political reasons). 6. (A) discusses how the Crusades allowed interaction between the Islamic world and medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature). 7. (K) explains the impact of Mongol Empires (e.g., trade routes, Silk Road, horse, Ghengis Khan).	• Create a graphic organizer with three categories: *government*, economics, and social for each Maya, Aztec, and Inca civilizations. Review the meaning of these three categories: governmental/politics – how law and order are provided for a people, how *rights* and *responsibilities* are defined, how *needs* and *wants* are met; economic – how *goods* and *services* are produced, who makes the economic decisions, what and for whom are *goods* and *services* produced; social – family, *religion*, education. While reading texts, list examples of each in the graphic organizer. Write one sentence that summarizes each category. (1) See also: C-GB1I1, C-GB4I1, C-GB5I1-2, EB1I1, EB3I1-2, GB2I4, GB4I2 • Write a television script about the fall of the Byzantine Empire. Provide background information about what the Byzantine Empire was like before its downfall, and provide information about the causes of its decline. Present interviews for the class, using maps and visual aids. (2) See also: EB1I2, EB3I1-2, C-GB5I2, GB1I2, GB2I2-5 • Role-play life as a troubadour. Write a songs or poems to describe life in Medieval Europe. Assigned certain perspectives from which to write their songs: a serf, a craftsman, a lord, a crusader, etc. (3, 6) See also: GB4I2, EB1I1 • Construct a Venn diagram comparing European and Japanese feudalism. (4) See also: C-GB5I1&2, GB2I4 • Locate Mongolia, China, India, and Japan on a map. Role-play Kublai Kahn's plans of attack to increase the empire: How should he do it? Write a speech that Genghis or Kublai Kahn could have given to the people in these nations convincing them of the advantages (access to innovations, new trade goods, the horse) of becoming a part of the Mongol Empire. (7) See also: EB3I1-2, C-GB4I2, C-GB5I2, GB2I5

Teacher Notes:

Civilization - a society that has achieved a high level of culture, including the development of systems of government, religion, and learning.
Feudalism - an economic and political system in which lords grant land to vassals in exchange for protection, allegiance, and other services.
Goods - something that you can touch or hold.
Government - institutions and procedures through which a territory and its people are ruled.
Magna Carta - document signed by King John of England in 1215 A.D. that guaranteed certain basic rights; considered the beginning of constitutional government in England.
Manorialism - a medieval economic, social, and political system based on the manor (an estate ruled by a lord who enjoyed a variety of rights over land and tenants).
Needs- necessities (food, clothing, shelter)
Religion - a system of beliefs for satisfying a peoples' spiritual wants/needs.
Responsibility - that for which anyone is responsible or accountable; as, the responsibilities of power.
Rights - those individual liberties granted to all persons through the U. S. Constitution.
Services - something that one person does for someone else.
Trade - the exchange of goods or services for other goods and services or money.

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 4: The student engages in historical thinking skills.

Sixth Grade Knowledge and/or Application Indicators	Sixth Grade Instructional Suggestions
The student: 1.▲(A) examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires). 2. (A) examines a variety of *primary sources* in World history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, *government* documents). 3. (A) uses at least three primary sources to interpret a person or event from World history to develop an historical narrative. 4. (A) compares contrasting descriptions of the same event in World history to understand how people differ in their interpretations of historical events.	• Compare how the Mongolian *civilization* was able to spread ideas resulting in *cultural diffusion*: Silk Road, conquering of civilizations, etc. Discuss how nations been impacted by American contact: blue jeans in Russia, McDonalds in China and France. (1) • Create a two-column organizer to show what cultural traditions and innovations the United States have adopted from other nations and what cultural traditions and innovations have been adopted by other nations that reflect the United States. (1)

Teacher Notes:
Civilization - a society that has achieved a high level of culture, including the development of systems of government, religion, and learning.
Cultural diffusion -the spread of cultural elements from one culture to another.
Government - institutions and procedures through which a territory and its people are ruled.
Primary source - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).